

Element 6: Developing, Monitoring and Measuring ICT Capabilities

TIPS Initiatives & System Tools:

- NAP Testing (National)

The developing school	The accomplished school	The leading school
<ul style="list-style-type: none"> • Has students with growing expectations about the use of ICT and who readily apply ICT when given the opportunity. Some are able to transfer their ICT capability to new situations. 	<ul style="list-style-type: none"> • Has students who have clear expectations about how many will use ICT and who make full use of the available opportunities. Most are confident and able to apply their ICT capability in new contexts. 	<ul style="list-style-type: none"> • Has students who have high expectations about the use of ICT whenever and wherever appropriate within and out of school. Students make links between different learning contexts and are able to apply and further develop their own ICT capability.
<ul style="list-style-type: none"> • Improves student motivation and engagement through use of ICT. Students' ability to exploit the full potential of using ICT in their learning is limited by individual competency. 	<ul style="list-style-type: none"> • Builds upon students' high levels of confidence to use and apply ICT in their learning, independently and where appropriate. 	<ul style="list-style-type: none"> • Has students who demonstrate high levels of engagement, confidence and skill in using ICT in their learning.
<ul style="list-style-type: none"> • Evaluates student progress against set criteria with some scaffolding: <ul style="list-style-type: none"> ○ Student self and peer-assessment provides insight into student ICT capability ○ Evidence of student ICT capability from a sample of learning contexts is collected by students and teachers over time ○ Some staff are able to engage students in dialogue that helps them improve their use of ICT. This is not consistent across the school. 	<ul style="list-style-type: none"> • Increasingly supports staff to develop mutually agreed ICT performance criteria to evaluate student progress that accurately reflect national and state/territory ICT performance standards: <ul style="list-style-type: none"> ○ Self and peer-assessment and performance outcomes inform staff understandings ○ Evidence of student ICT capability from a sample of learning contexts is collected by students and teachers over time ○ Staff are able to engage students in regular discussions about their use of ICT in a range of contexts and are able to critically appraise their work and identify areas for improvement. 	<ul style="list-style-type: none"> • Regularly uses, locally and nationally moderated evidence to evaluate student progress, using learning and assessment methods that reflect current best practice (such as those in the National Statements of Learning and the NAP ICT Literacy Assessment): <ul style="list-style-type: none"> ○ Self and peer-assessment are embedded in the school's practices ○ Evidence of student ICT capability from a range of learning contexts is collected by students and teachers over time ○ Staff are confident in their ability to provide high quality, detailed feedback. They regularly discuss students' use of ICT with them, resulting in clear targets for improvement.
<ul style="list-style-type: none"> • Considers evidence of student ICT capabilities when developing teaching and learning programs and assessment in some curriculum areas. 	<ul style="list-style-type: none"> • Uses evidence of student ICT capability to inform planning, teaching and learning programs, and assessment in some curriculum areas. 	<ul style="list-style-type: none"> • Routinely uses evidence of student ICT capability to inform planning, teaching and learning programs and assessment in all curriculum areas.
<ul style="list-style-type: none"> • Recognises and acknowledges the value of student ICT achievement. 	<ul style="list-style-type: none"> • Looks for ways in which students might gain formal accreditation (such as equivalent workplace certification) for their ICT capability. 	<ul style="list-style-type: none"> • Has formal and informal accreditation or recognition processes that acknowledge a range of student ICT capabilities